

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (PreK - 8)
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. John Bednar

Official School Name: St. Paschal Baylon School

School Mailing Address:
5360 Wilson Mills Road
Highland Heights, OH 44143-3023

County: Cuyahoga State School Code Number*: 056598

Telephone: (440) 442-6766 Fax: (440) 446-9037

Web site/URL: www.saintpaschal.com E-mail: stpascalbay@leeca.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Margaret Lyons

District Name: Diocese of Cleveland Tel: (216) 696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 13 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	24	22	46	7	41	30	71
K	24	18	42	8	28	24	52
1	25	35	60	9			0
2	19	26	45	10			0
3	32	26	58	11			0
4	25	33	58	12			0
5	17	20	37	Other			0
6	20	21	41				
TOTAL STUDENTS IN THE APPLYING SCHOOL							510

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	510
(5)	Total transferred students in row (3) divided by total students in row (4).	0.022
(6)	Amount in row (5) multiplied by 100.	2.157

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

English

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

St. Paschal Baylon does not participate in the federally supported lunch program. We do, however, participate in the Cleveland Diocesan free milk program. Families at St. Paschal Baylon fill out the Family Application for Free Milk. Of those filling out the application, 3 students were given free milk based upon the family's income. Therefore, the percentage of students from low income families is 1%.

10. Students receiving special education services: 3 %

Total Number of Students Served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>43</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	94%	95%	95%
Daily teacher attendance	98%	98%	98%	99%	99%
Teacher turnover rate	5%	2%	3%	4%	2%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

St. Paschal Baylon School suffered through a long flu season during the 2005-2006 school year, thus explaining the decrease in daily student attendance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

St. Paschal Baylon School, fully accredited by the Ohio Catholic School Accreditation Association, is a Roman Catholic Pre-K to 8 elementary school in Highland Heights, Ohio. From the very beginning of St. Paschal Baylon School, educating children within a faith-based community was and continues to be a priority. As an elementary school in the Cleveland Diocese, our mission includes fostering Christ-centered values and developing an environment of dignity and respect, while also promoting a strong academic curriculum.

The school's population is comprised of students from seven communities, the majority of whom are parishioners of St. Paschal Baylon Parish. In 1953, the Blessed Sacrament Community, an order of religious brothers and priests, came to Highland Heights from New York City to start a new parish. Two years later, the school opened its doors with 321 students in grades 1-7. The Blessed Sacrament community continues to maintain a vibrant presence in the school. Today, the school's enrollment includes 510 students from Pre-K to 8 with a faculty and support staff of 37. In times of decreasing enrollment, rising educational cost, and a weak economy, the school's enrollment remains strong because of its commitment to Christ-centered values.

St. Paschal Baylon School's rigorous curriculum follows the Diocese of Cleveland Graded Course of Study which is derived from the Ohio State Standards. Students access the curriculum through the use of technology, differentiated instruction, academic support, and enrichment programs. A detailed school improvement plan provides a strategy and a direction for continuing improvement and renewal. The curriculum is strengthened through innovative research-based assessments and teaching practices. The school offers a rich variety of educational and co-curricular experiences, such as vocal and instrumental music programs, Math, Science and Engineering Club, Student Council, cooking, ski, and book clubs, Power of the Pen, Liturgical Lector, Music, and Signers Groups. The key to the school's success is the core belief that all students can learn.

In recent years, the school piloted two academic programs entitled Math and English Simple Solutions which were developed by a former St. Paschal Baylon teacher. The school has been chosen, this year, to pilot a bully-free program new to the United States called Bully Safe Schools. In response to the increasing number of students with allergies, St. Paschal Baylon developed allergy guidelines to accommodate affected students. These guidelines have recently been adopted by the Diocese of Cleveland and shared with other schools in the area.

St. Paschal Baylon is a faith community committed to a partnership with students, parents, and staff. Parental involvement and support is vital to the success of the school. The school is fortunate to maintain a strong relationship with two parent associations, the Parent Teacher Organization and the Blessed Sacrament Ladies Guild. Members of these organizations serve as an avenue of contact between parish and school. The most recent financial contribution of \$35,000 donated by the PTO for the purchase of seventeen SMARTboards has allowed grades 2-8 classrooms to be fully equipped. Another valuable link between parish and school is the Athletic Association which provides for the athletic development of the student through the Catholic Youth Organization and generously gives financial support for the school's physical education program.

As a school with an excellent reputation, St. Paschal Baylon attracts families who want not only a top quality education but an education that is also faith-filled. The school exists for the purpose of providing this Catholic education and developing children as life-long learners who are academically, physically, and spiritually strong and who are committed to gospel values. Students graduate empowered through service, prayer, and belief to become responsible and productive future citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

St. Paschal Baylon's 2007 assessment results for the norm-referenced Iowa Test of Basic Skills (ITBS) reflect scores in reading and mathematics that are in the top tenth percentile. The ITBS is a national standardized achievement test designed to measure the basic skills students are learning. This test identifies individual students' strengths and weaknesses to parents, teachers, and administrators and helps to guide instruction accordingly. St. Paschal Baylon also administers the Cognitive Abilities Test (CogAt) to grades 1, 3, 5, and 7. A web-based ability profile provides teachers with easy access to teaching strategies tied to a student's strengths and weaknesses. Additionally, educators are able to evaluate individual student performance in relation to the class, diocese, and nation.

The 2007 test scores for grade 7, the highest grade to which the test was administered, were 76% for reading and 73% for mathematics. The scores represent the percentile rank of Average Standard Scores called National Student Norms. The published 90th percentile equivalents were 76 and 73, respectively. Students in grades 1 through 6 also take the ITBS which are indicated on the assessment results page. A slight drop in scores in 2006-2007 is shown due to a change in norms used by the Diocese of Cleveland. The school does not participate in the state assessment system. St. Paschal Baylon School population reflects no subgroups.

While all St. Paschal School students in grades 1 through 7 take the ITBS, some students have an Individualized Education Plan (IEP) and their scores are not included in the summary reporting. For example, in March of 2007, the 53 students who were enrolled in grade 7 took the ITBS. The summary report for the seventh grade included the scores of only 52 students. The remaining IEP student who took the test generated beneficial feedback utilized in developing and implementing his educational plan.

Many factors contribute to the school's high test scores. The scores reflect the high quality of the academic program at St. Paschal Baylon School. The administration and faculty place a high priority on academic excellence and differentiated instruction. In addition, a variety of supplemental programs and personnel are in place. Another key factor is the stability of a faculty who are familiar with the curriculum and continually evaluate the instructional program. Finally, parents of St. Paschal Baylon School students emphasize the importance of success in math and reading which also contributes to the school's high test scores.

2. **Using Assessment Results:**

The assessment process provides valuable information about the learners at St. Paschal Baylon School, including their strengths, weaknesses, and characteristics. Teachers identify discrepancies between students' performance and test results. They make appropriate changes in the classroom environment, thus closing the assessment loop. Interventions are developed, leading to differentiated instruction and evaluation of curriculum mastery.

The information gained from the ITBS and the Cognitive Ability Test is analyzed and assists in directing the school's efforts towards continuous improvement. The faculty and staff look at the overall scores in each subject area to determine areas of weakness. For example, through the analysis of previous year's data, a school wide goal has been implemented to strengthen reading comprehension across the curriculum. Individual student assessment data also helps teachers to determine placement in leveled and flexible reading

groups. This data is used to determine students who qualify for the school's 4 through 8 gifted program as well as identifying students who need academic support.

Despite the Diocesan requirement of only testing students in grades 1, 3, 5, and 7, St. Paschal Baylon administers the test to grades 1 through 7. The results of these assessments provide the faculty with valuable information about the individual learner on an annual basis. This information has been instrumental in reinforcing support and encouragement to all children at St. Paschal Baylon.

3. Communicating Assessment Results:

Saint Paschal Baylon School communicates student performance and success to students, parents, parish, and community in a variety of ways. Teachers provide feedback to the students on a daily basis by sharing test and quiz results, project rubrics, classroom performance, and homework review. Morning announcements highlight student achievement through congratulatory remarks on students' individual and team effort.

Parents receive individual standardized assessment results as well as school results each spring. The publisher of the standardized testing program provides a parent letter that describes and interprets the child's individual scores. Teachers and parents are able to link assessment and instruction through a web-based ability profile. Individual conferences are scheduled to discuss testing results and to address concerns. In addition, the principal also sends a letter summarizing school wide testing results to the school and parish communities. Standardized test results will be published on the school's website, www.saintpaschal.com.

Parents review student progress regularly through Edline, an electronic reporting system, thus giving them the opportunity to immediately address concerns. Mid-quarter progress reports and end of quarter report cards are sent home for parents to review with their child. Scheduled parent-teacher conferences are an avenue to discuss current and past assessments. At any time, a parent or teacher may request an individual conference. Each of the above forms of communication ensures that each child's needs are being met through the collaborative efforts of both school and home.

4. Sharing Success:

Sharing its successes with other schools is a top priority for St. Paschal Baylon. Recently, several teachers facilitated a SMARTBoard inservice for Diocesan teachers. This inservice showcased St. Paschal's integration of SMARTBoards into all areas of the curriculum while allowing participants to experience ways to enhance their teaching through the use of this cutting edge technology. In August of 2008, St. Paschal launched a new school website, www.saintpaschal.com. This user friendly website allows faculty and staff as well as other school organizations to communicate the accomplishments of the school with parents, the parish community, and other schools.

The principal is a member of the Diocesan Principal Association. Through this forum, he is able to share St. Paschal's successful programs with other schools. St. Paschal Baylon teachers have presented at both the Diocese of Cleveland new teachers' workshops and at the Ohio Catholic Education Association Convention. Several teachers have worked on curriculum revision teams for the Diocese. St. Paschal's teachers have been selected to mentor student teachers from local colleges such as John Carroll University and Notre Dame College.

Throughout the school year, St. Paschal Baylon invites parents and community members into the school to share successes. These include a Preschool and Kindergarten informational meeting, Parent Open House, and Catholic Schools Week Open House.

School successes are also shared through the media. The Universe Bulletin advertises the highlights of the school along with the annual Catholic Schools Week Open House. Several students have been featured in area newspapers for their outstanding service projects, academic accomplishments, and athletic feats. The Simple Solutions math program, written by a former St. Paschal's teacher, was featured in *Today's Catholic Teacher*.

If awarded the Blue Ribbon status, St. Paschal Baylon will continue to share its successes with other schools striving to implement excellent educational practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of St. Paschal Baylon School follows an enhanced Diocesan Graded Course of Study which is based on National and Ohio State Content Standards. It includes religion, language arts (reading, phonics, English, spelling and penmanship), mathematics, social studies, science, health, physical education, music, art, computer, Spanish, and band as an elective course.

St. Paschal Baylon School is engaged in current development of a school wide curriculum map. Individual maps are designed to concretely display the curriculum being taught in each subject. The school wide map promotes dialogue between grade levels and addresses gaps and overlaps in the curriculum.

The religion curriculum encourages students to become Christ-centered by taking part in social justice experiences, daily religion classes, daily prayer opportunities, weekly and monthly liturgies, and local and global service projects. Our school focuses on the theme that *Everybody is Somebody*. A conscious effort is made to connect school life and home life through monthly character projects based on this theme. Recently, families reflected on the mission statement of St. Paschal Baylon School and how the words *Christ-centered values* and *dignity and respect* applied to them.

St. Paschal Baylon's language arts curriculum recognizes that reading and communication skills are the foundation of all other learning. Reading classes incorporate the Accelerated Reading program and the cross-curricular goal of reading across the curriculum. Participation in the Power of the Pen and in the National Council of Teachers of English and Scholastic writing contests showcase our student writing abilities. Students compete in the Scripps Howard Spelling Bee as well as poetry and essay contests. Finally, students in grades 5 through 8 receive instruction in Spanish throughout the academic year.

In mathematics, every student is provided with competitive, challenging, real world experiences. These experiences come through thought-provoking questions, the use of mathematical language, problem solving challenges, and developmentally appropriate investigations that encourage logical thinking. Students take part in competitions such as those sponsored by the Ohio Mathematics League.

St. Paschal Baylon's social studies curriculum strives to nurture an appreciation of various cultural, social, and ethnically diverse communities. Students explore history, culture, geography, economics, government, and politics. Additional learning experiences such as Junior Achievement allow students to connect the school curriculum to the world around them.

St. Paschal Baylon's science curriculum provides kinesthetic experiences which allow students to engage in the use of scientific inquiry. Through exploration, students are encouraged to raise questions, to discover, to research and to gather information about the world around them. The curriculum is expanded through participation in an annual science fair for students in grades 7 and 8 and the Science Olympiad for students in grades 4 through 6.

Health and physical education classes contribute to the total development of the student by providing meaningful experience that improves the ability to move, that engages thought processes, and that contributes to the development of a value system in which the students regard themselves and others with esteem and reverence.

The arts, including visual art and music, play an important role in the total development of the student.

Instructional programs are enriched by student involvement in choir concerts, band programs, art shows, and school performances such as this year's eighth grade musical, *Mulan*.

Computer education promotes technology integration into the curriculum in all content areas. Students in kindergarten through eighth grade are provided with technology skills in word processing, spreadsheets, data base, desktop publishing, graphics and internet research. SMARTboards are utilized daily in every classroom from grade 2 through grade 8. In addition, teachers are able to provide technological experiences through the use of laptops on a wireless cart.

2a. (Elementary Schools) Reading:

St Paschal Baylon's ongoing school improvement plan includes a comprehensive reading goal of students using effective comprehension skills across the curriculum. Specific action steps are based on best practices such as giving time for silent sustained reading, building word knowledge through word analysis, using graphic organizers, and building a literacy-rich environment in each classroom.

In primary grades, explicit instruction is used to teach phonics, vocabulary, and sight words. Comprehension is the basis of all learning and is developed through the use of guided reading, leveled readers, centers, Peer Assisted Learning Strategies (P.A.L.S.), and student literacy goals. The intermediate reading program builds upon skills mastered in the primary grades and further develops comprehension, vocabulary knowledge, fluency, and study skills. At the junior high level, the focus is on a literature-based approach. Students are exposed to a variety of literary genres such as mystery, biography, science fiction, and the classics. Emphasis is placed on vocabulary acquisition, development, and application through the study of word part relationships and word origins. Critical thinking skills are developed as students analyze, interpret, and evaluate literature. The Accelerated Reading computer programs, as well classroom reading incentives, are used throughout the school to encourage independent reading and motivate students to become lifelong readers.

An assessment technology tool called Dynamic Indicators of Basic Early Literacy Skills (DIBELS) has been implemented by St. Paschal Baylon. This tool is used in kindergarten through fourth grade to identify students at risk. Accommodations are made for identified students through flexible grouping and early remedial intervention. St. Paschal Baylon also uses three minute reading assessments to track student fluency throughout the year.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

The St. Paschal Baylon mathematical program emphasizes mathematical concepts and computational skills as well as the relationship between these and practical applications in daily life tasks. Geometric and algebraic concepts and problem solving are integrated throughout the curriculum in all grades. Students complete a two-year Algebra I course by the end of grade eight. Through the use of the Simple Solutions math program, students continually review and reinforce previously taught skills.

Kinesthetic, auditory, and visual methods are used to present mathematical concepts and skills. Opportunities to practice these skills are given through the use of manipulatives, software, interactive SMARTboards, small group instruction and discussion, and visual organizers. Small group intervention, peer tutors, and parent

helpers are provided for students who need support. Enrichment opportunities are offered not only in the classroom but through additional staff such as our gifted education teacher.

To ensure that all students receive the highest quality of mathematical instruction, a variety of tools are used to monitor progress. A math committee comprised of teachers and parents has been established to ensure continuity, to identify strengths and weaknesses, and to prepare our students for the transition to high school. Curriculum maps are used by teachers to assess gaps and overlaps. Ongoing assessments and the results are used to drive instruction and promote successful mastery of essential skills.

4. Instructional Methods:

In keeping with Saint Paschal Baylon's core belief that all children can learn, teachers take into account the various learning styles and levels of individual students. The faculty and staff implement instructional methods based on research and best practices of exemplary schools. Instructional methods are differentiated to meet the needs of individual students.

Students with special learning needs who qualify have an Individualized Educational Plan (IEP), while others have Supplemental Educational Goals and Objectives (SEGO) to guide and assist in their instruction. Students with learning disabilities meet with a certified teacher. A learning disability instructor and speech pathologist work with students to meet IEP goals. Intervention specialists are used in all grade levels for students needing academic support. Students who qualify for enrichment become a part of the Project Challenge Gifted Program.

Technology is incorporated into every part of the curriculum. The Accelerated Reader Program challenges students to read and be assessed at their independent reading level. Through Geometer's Sketchpad, students manipulate geometric figures to deepen their understanding of geometric concepts. Laptop computers are used in the classroom to access internet resources. SMARTboards in grades 2 to 8 allow the creation of interactive lessons benefiting the kinesthetic and visual learner. The use of technology has brought teachers and students to a whole new level of dynamic learning.

Teaching methods that are used on a daily basis include direct instruction, discussion, lectures, centers, cooperative learning, role playing, hands-on projects, and guided reading. Incorporating these different approaches across the curriculum allows teachers to reach the wide range of learning styles and levels of all students. Our Catholic faith and values are infused into all areas of the curriculum.

5. Professional Development:

The administration, faculty, and staff of St. Paschal Baylon are committed to professional development as a way to improve student achievement. All staff development is aligned with Ohio State Content Standards, the Diocesan Graded Course of Study, and the school's improvement plan. Teachers complete an Individual Professional Development Plan (IPDP) which correlates with school goals, attend professional development opportunities that connect to the IPDP, and maintain a professional development file that documents attendance. By taking part in professional development, teachers learn research-based strategies to use in the classroom and to share with other faculty members. When opportunities arise, faculty members coach one

another in the use of newly acquired techniques such as text-talk and harvesting vocabulary. Ultimately, this results in keeping the students motivated and challenged.

One goal outlined in the school's improvement plan is to increase comprehension across the curriculum. Teachers attend workshops gaining knowledge of strategies that link to this goal. These include the utilization of three minute assessments, harvesting vocabulary words, text-talking, and engaging students in Peer Assisted Learning Strategies (PALS). Strategies learned through these workshops have had a positive impact on student achievement as documented through quarterly progress monitoring.

A second school goal focuses on enhancing the life and dignity of the human person as stated in the first of the ten principles of social justice. After attending various presentations given by the Sisters of Notre Dame, the school community participated in a service project partnering St. Paschal Baylon with a village in India. Students raised money to buy farm animals for this village. The project was brought to life through a barnyard mural which grew each time an animal was purchased. Through this project, students gained an understanding of economic inequality in the global community, thus deepening their understanding of the principles of social justice.

6. School Leadership:

The leadership structure at St. Paschal Baylon School has been developed with a collaborative approach in mind. The pastor has leadership responsibility for all aspects of the parish, including the school which is an integral part of parish life. As part of the pastoral team, the principal takes part in decision making. An administrative team, which includes the principal, assistant principal, and six level coordinators, meets monthly. Grade level teachers hold weekly meetings to discuss information brought to them by level coordinators. Major decisions and recommendations are finalized at staff meetings.

The principal's role is multi-faceted and includes being the spiritual and educational leader and manager of the school community. As a spiritual leader, the principal is given the task of building a strong Catholic identity within the school. Interviewing and recommending faculty and staff who give witness to the teachings of the Church helps build this Catholic identity. The use of daily prayer, liturgical services, and character-building activities are encouraged by the principal as the spiritual leader.

Student success is the focus of the principal as an educational leader. The school community is known for high academic expectations. To meet the needs of all students, the principal hires and supervises qualified teaching staff, including specialists in the area of gifted education and remediation. Professional development is considered critical in promoting innovation, improving instructional learning and performance, and setting high goals for achievement. Yearly evaluation of the academic program is accomplished with input from the staff and school advisory council.

As manager of the school community, the principal is charged with maintaining a safe and positive learning environment, having knowledge of educational law, understanding state and diocesan guidelines, and being fiscally responsible, all of which are essential in promoting student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3425</u> K	<u>\$3425</u> 1st	<u>\$3425</u> 2nd	<u>\$3425</u> 3rd	<u>\$3425</u> 4th	<u>\$3425</u> 5th
<u>\$3425</u> 6th	<u>\$3425</u> 7th	<u>\$3425</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 4600 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 199
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
8 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
8 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	88	87	90	86	87
Number of students tested	46	58	61	36	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 1 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	79	83	80	79	77
Number of students tested	88	87	90	86	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 2 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	89	86	91	88	77
Number of students tested	57	62	34	48	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 2 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	82	77	81	79	77
Number of students tested	57	62	34	48	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	77	77	79	73	80
Number of students tested	60	33	48	66	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	73	75	76	68	77
Number of students tested	60	33	48	66	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	80	77	82	83	86
Number of students tested	33	45	73	57	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Grade: 4 Test: Iowa Test of Basic Skills

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	71	69	76	76	77
Number of students tested	33	45	73	57	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	73	73	77	80	82
Number of students tested	45	72	57	56	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	70	70	78	78	84
Number of students tested	45	72	57	56	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 6 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	62	66	77	74	73
Number of students tested	74	54	55	61	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 6 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	69	72	76	77	74
Number of students tested	74	54	55	61	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	73	70	80	76	72
Number of students tested	53	56	59	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	76	75	80	76	75
Number of students tested	53	56	59	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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